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ABSTRACT

This booklet is intended to be a guide for local communities concerning the six National Education Goals articulated in 1990 and on how to become an "America 2000 Community" in the context of that program. There are four principal criteria for an America 2000 Community: (1) Adopt the six National Education Goals; (2) Develop a community-wide strategy to meet them; (3) Design a report card to measure progress; (4) Plan for and support a "New American School." The booklet walks the reader through the National Education Goals, providing guidance on how to get started, tips for assembling a successful steering committee, and how to be designated an America 2000 Community. The emphasis is on local action. Throughout the booklet there are quotations and sidebars providing advice from participants and coalitions around the country. (WTB)

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AMERICA 2000 COMMUNITIES:

Getting Started

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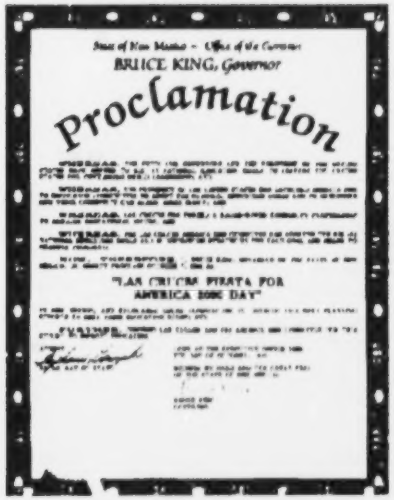
THE NATIONAL EDUCATION GOALS

By the year 2000:

1. *All children in America will start school ready to learn.*
2. *The high school graduation rate will increase to at least 90 percent.*
3. *American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*
4. *U.S. students will be first in the world in science and mathematics achievement.*
5. *Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*
6. *Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.*

It takes an entire village to educate one child.

African Proverb



BRUCE KING, Governor

Proclamation

"LAS CRUCES FIESTA FOR AMERICA 2000 DAY"

Proclamation issued by New Mexico Governor Bruce King (D) declaring October 7, 1991, as " Las Cruces Fiesta for AMERICA 2000 Day."

A REVOLUTION IS SWEEPING THE COUNTRY

Patsy Duran, president of the Las Cruces, New Mexico, Board of Education, had already decided that education in her hometown needed a revolution. So when the President of the United States offered her a way to start one, Patsy Duran went right to work.

"As soon as I heard the President's AMERICA 2000 speech in April, I thought, 'This is what we need in Las Cruces,'" Ms. Duran said. "So, I got together a steering committee, 92 of us, all sorts of people, including Mayor Tommy Tomlin and Dr. Tom Gale, dean emeritus of the College of Arts and Science at New Mexico State University. We adopted the six National Education Goals for the year 2000 already agreed upon by the President and the nation's governors. Then, we divided into six teams — one for each goal — to decide how to develop a community strategy."

Next, Ms. Duran organized a kick-off rally at Las Cruces High School. The Governor, the U.S. Secretary of Education, two high school bands, and 1000 interested citizens came to the rally.

Today, the LAS CRUCES 2000 steering committee has grown and is hard at work developing a report card to measure progress toward the goals. A special task force is thinking about how to design start-from-scratch, break-the-mold schools to meet the needs of children growing up today.

Hundreds of communities, some in every state, are doing what Las Cruces is doing: GRAND JUNCTION 2000, SAN ANTONIO 2000, MEMPHIS 2000, OMAHA 2000, WASHINGTON, D.C., 2000, FARMINGTON 2000, CHARLOTTE 2000, BANGOR 2000, LEHIGH VALLEY 2000, DETROIT 2000 and many others. Some COMMUNITY 2000 efforts are citywide, spanning a number of school districts. Others are only as big as a group of parents or a neighborhood with only a few schools. In rural areas, in cities, in suburbs—all across the country—the revolution is spreading. Parents, teachers, business leaders, citizens, governors, legislators, mayors, and others are taking charge of their schools.

These COMMUNITY 2000 activists realize:

- ▲ Their children aren't learning enough.
- ▲ Their children are growing up differently than they did—often in more hazardous, less loving, and less supportive circumstances.
- ▲ Many adults lack the knowledge and skills they need as citizens, workers, and parents.

No one said that it was going to be easy, but if we sit back and say the goals are too hard, nothing will get accomplished. What each goal provides is a focus for your community. It brings your whole community to focus on one specific task. It is a wonderful opportunity.

Cathie Zarlingo
GRAND JUNCTION 2000

Patsy Duran and others like her have started a revolution because they know radical changes are needed in how we think and what we do when it comes to education. They've started a revolution in their communities because they know schools can't do it alone, that the African proverb is true: "It takes an entire village to educate one child."

They understand that to transform their schools, they must do it themselves. And they see the National Education Goals as the framework for making the revolution happen in their community.

Yet they're all doing it ***their own way,*** because only local leaders and parents know what's right for their community and their children.

The foundation of each community revolution is the President's challenge to every city, neighborhood, and town to become an AMERICA 2000 Community by doing four things:

1. **Adopt the six National Education Goals.**
2. **Develop a community-wide strategy to meet them.**
3. **Design a report card to measure progress.**
4. **Plan for and support a New American School.**

What It Means To Be an AMERICA 2000 Community

It's not about federal grants. A community that is an AMERICA 2000 Community has:

- ▲ *United behind common goals to transform the community and its schools, and developed a report card so everyone knows what progress the community is making toward its goals.*
- ▲ *Committed to creating New American Schools that break the mold, are the best schools in the world, and prepare all their students for the challenges of the next century.*
- ▲ *Received national recognition as a community rising to the challenges of tomorrow by transforming its schools and the quality of life in its neighborhoods today.*
- ▲ *Improved its quality of life and economic health, through a more skilled workforce and schools that make businesses want to locate in the community.*
- ▲ *Taken charge of its schools, and become a place where learning happens.*

How Can We Get Started?

It starts differently in different places. But the revolution always begins with someone willing to stand up and say, "Our kids aren't getting a good enough education. Let's do something about it."

You may be that individual in your community.

Find a few key allies—individuals who are committed to transforming education and ready to work hard to make it happen. All it takes is to pick up the phone and get four or five people together to talk about starting the revolution in your community.

Most communities start by assembling a group of individuals—a band of doers who can become the "steering committee" that will lead the revolution.

I don't think anyone can be against people shaping their own destinies. And that is what AMERICA 2000 is all about.

Allan Wade
MEMPHIS 2000

Leading the Revolution

In Lehigh Valley, Pennsylvania, and in Memphis, Tennessee, existing coalitions became the foundations for steering committees. In other communities, steering committees were assembled from scratch.

But most steering committees have this much in common: They consist of people with a stake in education—people who stand to gain if schools improve radically, individuals whose leadership can help make real change happen.

Typically, a steering committee includes individuals from at least six key groups:

- parents
- business leaders
- educators
- political leaders of both parties
- civic organizations
- media

Who serves on the steering committee is important, because its first challenge is to get every member of the community engaged in the crusade to reach the National Education Goals.

Co-chair Nancy Bogatin helps launch MEMPHIS 2000 with school board leadership, government officials and other community organizers.

We pulled everyone we could into this original steering committee. Next, we asked people to step forward and help on the goals—and we got it. By the time we were done, we had three hundred people, and it was wonderful. People came forward and were chairmen of each goal and they prioritized the needs of the community. They looked at what we were doing, what we need to do, and how we're going to do it.

Cathie Zarlingo
GRAND JUNCTION 2000

Tips For Assembling a Successful Steering Committee

1. Build on the success of others. You don't need to reinvent the wheel. Use the experiences of others to avoid mistakes and achieve success more quickly.

2. Don't go it alone. Contact others who are going through the same coalition-building process. This network can provide ideas, advice, or just support when the going gets tough.

3. Select your coalition leadership for influence and action. Find early allies who are respected in the community and who are also willing to roll up their sleeves and help get the process under way.

4. Involve progressive educators. It is difficult to succeed without the active commitment of educators to the change process. Identify school district leaders who are open to change and recruit them as early participants.

5. Look for specific "do-able" targets. Teachers and parents know that the way to help a child reach a long-term goal is to create some immediate successes. The same is true of your coalition. Find a small area where you can have an immediate and visible impact to help build commitment to the project.

6. Be prepared for a long-term project. There are no quick fixes, so develop staying power early.

Texas Business Education Coalition's *Community Action Handbook*

THE FOUR-PART CHALLENGE

Challenge 1:
Adopt the National Education Goals

What does "adopting the National Education Goals" mean?

When a community adopts the National Education Goals, it makes a commitment to do ***whatever it takes*** to reach them.

The result of this activity is a really intense interest in education. In the community, our local television stations and newspapers carry articles and reports every week about education because the media sees something in which there's public interest, and then their response intensifies public interest.

Ed Donley
LEHIGH VALLEY 2000

THE FOUR-PART CHALLENGE

1. Adopt the six National Education Goals.
2. Develop a community-wide strategy to meet them.
3. Design a report card to measure progress.
4. Plan for and support a New American School.

It doesn't mean you have to stop with those six goals. Memphis added two goals: Close the educational deficit for existing students, and enable parents to accept educational responsibility for children. The District of Columbia's public schools also added two goals: All students will demonstrate an appreciation for the cultural arts, and parents will be actively involved in their children's education. Other communities have added goals on foreign languages, physical education, and more. Whether or not you add to them, adopting the National Education Goals involves getting every group and organization in the community to commit to these goals.

In many places, the school board, city council, chamber of commerce, and others have passed resolutions adopting the goals. But it requires more than just passing a resolution. Making the National Education Goals the ***community's*** goals, making them into a vision of what the community wants for itself and its children, getting the entire community "on board" and ready to do the hard work necessary to reach those goals— this is what "adopting the goals" is about.

By adopting the National Education Goals, a community signals that it is ready to make big changes— changes in attitudes about education, about the way schools operate, and about the relationship between community and school.

Rather than setting out to make modest improvements in schools, a community that adopts the goals is committed to thinking and doing things in radically different ways in order to reach the goals. It focuses on imagining what is possible rather than simply trying to fix what already exists.

How do we spread the revolution throughout the community?

You can start with a kick-off—an event where local political, civic, and business leaders join with educators, parents, and sometimes state or national leaders to declare the community's commitment to reach the National Education Goals.

After launching its revolution, the Memphis steering committee formed a "resource group"—100 representatives of professional, civic, religious, and business organizations. Its mission: to enlist the support of people in a broad range of organizations for MEMPHIS 2000.

In Massachusetts, FALL RIVER 2000 provided a weekly report to the local daily newspaper to keep the community informed and involved.

However it's done, discussion of the goals and what they mean must engage the larger community. People are more likely to do their part if they've been part of the discussion about how to reach the goals.

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Basically, you get up front, all the political views and parties involved, and get them to buy into the process. Once that happens, that puts politics in the back seat and puts education in the front seat.

Allan Wade
MEMPHIS 2000

Community leaders in Lewiston, Maine, are committed to doing whatever it takes to reach the goals.

Challenge 2:
Develop a Community-Wide Strategy

How do we begin developing a community-wide strategy for reaching the goals?

Many steering committees start by creating "task forces" or "goal teams" that focus on a particular goal or topic.

In Grand Junction, Colorado, for instance, there is a task force for each goal that meets several times a month to investigate the issues and ideas related to reaching its particular goal.

Some communities have created task forces for challenges that cut across the goals—a task force on student assessment, parent involvement, or reporting progress toward the goals.

You may want each task force to include some people with expertise relevant to that goal. Others on the task force may simply care a lot about that goal. But steering committees should ensure that each task force is representative of its community.

However your community is organizing itself, creating a community-wide strategy means developing answers to four important questions:

▲ **Where do we want our community to be by the year 2000?**

Now that you've adopted the National Education Goals, what does it mean to achieve them in your community? It's going to mean doing things very differently. It's going to take imagination and innovation. Step back and envision what is possible.

▲ **Where are we now?**

It's time for an honest assessment of where your community is in relation to the goals. How many students in your community are "at risk"? How many go on to college? Are students and schools in your community performing adequately? How are schools governed and operated? Do your schools have enough qualified teachers and principals? Do students receive help in making the transition from school to work? What resources are out there to help your community get from where you are to where you want to be?

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I see AMERICA 2000 really as a catalyst to get communities to do what they ought to do anyway.

Bill Gibbons
MEMPHIS 2000

Between birth and age 18, children spend only nine percent of their lives in the classroom.

While gathering information about where your community stands, try not to get distracted by making excuses or determining "who's to blame" for where you are.

▲ **What will it take to get there?**

No single solution will do. It may require changing many things at once—suspending all assumptions about the way children have been educated for the past 100 years. Since children spend only nine percent of their time from birth to age eighteen in school, communities should consider their role in how children spend the other 91 percent of their time. It will involve rethinking the roles and responsibilities of everyone—students, teachers, parents, neighbors, relatives, churches, the chamber of commerce, the YMCA, the housing authority, and many others.

While it's helpful to determine what the state or federal government can do to help, a community that waits for others to transform its schools will probably still be waiting in the year 2000. By taking charge at the community level, you'll force change from the bottom up.

▲ **What are other communities doing ?**

Every challenge you may face in reaching the National Education Goals is being met successfully somewhere by someone. By looking around the country and the world, you can discover innovative approaches and ideas that may be right for your community.

Developing answers to these four questions for each of the six National Education Goals is what creating a community-wide strategy is all about.

GOAL 1

Where do we want to be?

By the year 2000, all children in our community will start school ready to learn.

▲ What exactly does it mean to be "ready for school" in your community?

Where are we now?

A national survey shows that, according to kindergarten teachers, 36 percent of children nationwide come to school unprepared.

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Parents . . . are their children's first teachers and the home is the first school.

Barbara Bush
WASHINGTON, D.C., 2000 kickoff

Parents are their children's first teachers, and in Even Start, they learn together.

- ▲ How many children in your community show up on that first day of kindergarten ready to learn?
- ▲ What do kindergarten teachers in your community say? What do parents say?
- ▲ How might "readiness for school" be gauged in your community?

What will it take to reach this goal?

- ▲ What are parents and others already doing to help children in your community get ready for school?
- ▲ Do all parents in your community devote time each day to helping their young children learn? Do parents have access to whatever training and support they need?
- ▲ Are adequate preschool programs, health care, and nutrition available to all children in your community?
- ▲ What are churches, social service agencies, Head Start, grandparents, businesses, colleges, and others doing to help?
- ▲ How can current efforts to help prepare children for school be coordinated or improved?
- ▲ What innovative approaches might your community use that will get all children ready for school?

What are other communities doing?

Missouri school districts offer families with young children an array of support—home visits by parent educators, screening for preschool children, books and toys, social activities, and more.

Preschool children in Jersey City, New Jersey, are provided hot meals, medical screenings, and immunizations.

In Salem, Oregon, a community college, the Even Start program, the health department, the housing authority, the public library, the children's services division, the family services division, and the local newspaper work together to offer low-income families a strong preschool program, parenting skills, and basic employment and literacy skills.

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In a low-income neighborhood of San Antonio, Texas, Blessed Sacrament Academy operates a year-round, 12-hour-a-day child development center that helps prepare young children for success in school.

In Miami, Florida, an intergenerational day-care program prepares preschoolers for school.

In Yakima, Washington, low-income families learn about more than 200 home activities that can help strengthen their children's language development and other skills.

Because we are dealing with the kids who have been turned off, we get them turned on to living first, and then they get turned on to learning.

Bill Milliken
Founder
Cities in Schools

GOAL 2

Where do we want to be?

By the year 2000, the high school graduation rate in our community will increase to at least 90 percent.

- ▲ How has your community decided to define the "high school graduation rate"?

Where are we now?

National surveys show that the number of 19- and 20-year-olds earning a high school diploma or its equivalent is at 83 percent.

- ▲ How many students complete high school in your community?
- ▲ What happens to those who don't? Why aren't they finishing school?

What will it take to reach this goal?

- ▲ Are all students in your community expected to excel?
- ▲ Do all students have at least one adult who really cares how well they do in school?
- ▲ Does your community monitor student performance closely? Do you provide tutoring for students at the first sign they have failed to master important knowledge or skills?
- ▲ Are services to students and families coordinated?

Cities in Schools—turning kids around.

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We're trying to find innovative ways to keep those children in school, to attract those who have dropped out back into the learning experience, and to provide them with the job skills they need to work in our community.

Cyndi Taylor Krier
State Senator
San Antonio, Texas

Washington, D.C.'s Dropout Re-entry Fair.

- ▲ Does your community offer night classes, alternative schools, school-to-work programs?
- ▲ Do businesses insist that the people they hire have a high school diploma? What else can businesses do?
- ▲ How can current dropout prevention efforts be made more effective?
- ▲ Who else might be enlisted to help? Colleges? Volunteer groups? Churches? Youth organizations?
- ▲ What innovative approaches could your community use to help all students graduate?

What are other communities doing ?

Washington, D.C., attracted more than 200 dropouts back to school last year with its "Dropout Re-entry Fair."

Hundreds of potential dropouts in New York City earn a diploma each year by attending class in the evenings at Manhattan Comprehensive Night School.

A junior high school in Bainbridge, Georgia, has a remarkable program where students can advance two or three grades in a single year—and catch up with their peers.

Aggressive enforcement of Oklahoma's Compulsory Education Law—combined with a year-round dropout retrieval-and-prevention program—has helped reduce Tulsa County's dropout rate by more than 40 percent in just two years.

High schools in Sequoia, California, combine paid internships, individualized instruction, guest speakers from businesses, block scheduling of courses, and close monitoring of student performance to help disadvantaged students stay in school and master academic subjects.

In Missouri, St. Joseph's 31 largest employers have agreed to give jobs only to people who have a high school diploma (or who are willing to get an equivalency degree).

Instead of slowing down instruction for low-performing students, Daniel Webster Elementary School accelerates the pace of learning. The result: Daniel Webster registered the greatest gains in test scores in San Francisco last year.

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GOAL 3

Where do we want to be?

In 1986, the National Assessment of Education Progress found that two-thirds of the nation's 17-year-olds could not place the Civil War in the correct half century.

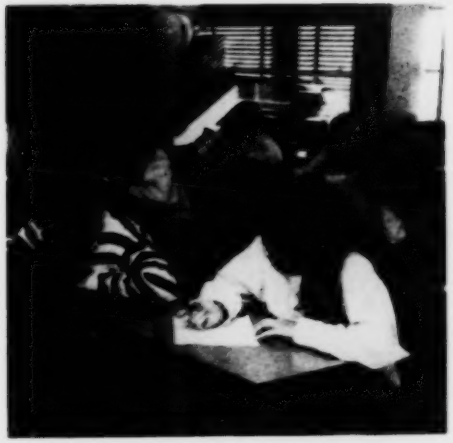
By the year 2000, students in our community will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in our community will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

- ▲ What does your community want all of its high school graduates to know and be able to do? Are academic standards as high as they should be? Are they world class standards?

Where are we now?

National surveys show that most high school seniors cannot use fractions, decimals, percentages, and simple algebra to solve problems; most cannot write an adequate persuasive letter; and many cannot read well enough for productive employment or responsible citizenship.

In addition, more than half of all 18- to 20-year-olds are not registered to vote.



Students in Fairfax County, Virginia, taking an exam.

- ▲ How well do students read, write, and do mathematics in your community?
- ▲ What do test scores say? What are they based on? To what are they compared? Are they reliable, or are they inflated (with most students scoring "above average")? Do they measure achievement—what students actually know or can do?
- ▲ What do employers say about the knowledge and skills of entry-level workers? What do colleges and universities say about the preparation of their students?
- ▲ How does the performance of students in your community compare with the performance of students elsewhere in the state and the nation?
- ▲ How many 18- to 20-year-olds in your community are registered to vote? How many actually vote?

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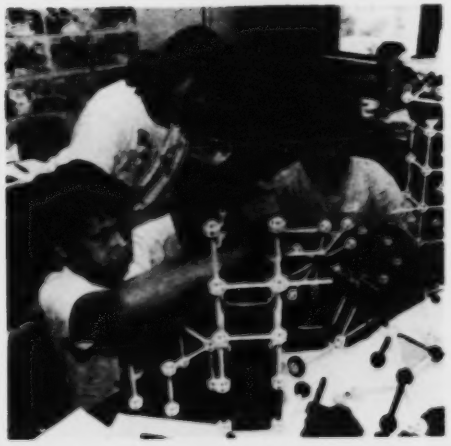
We expect the best from our students and staff... we won't accept anything less. We begin with clearly stated, measurable goals. We've aggressively encouraged the investment of parents, business—the entire community. We emphasize the student work ethic: values, time management .... Students gain satisfaction from a job well done .... We try to take some risks beyond traditional schooling.

Dr. Robert Hendricks
Superintendent
Tucson, Arizona



The Cumberland Science Museum in Tennessee helps develop creative thinking skills in its Inventor's Camp.

What will it take to reach this goal?

- ▲ What changes must be made in your community for all students to reach world class standards in at least the five core subjects—English, mathematics, science, history, and geography?
- ▲ How much time do students spend studying these subjects—at school and at home? How much homework are they expected to do each night?
- ▲ How much are students expected to read for school? How often are they asked to write?
- ▲ How can the time students spend outside of school become more productive and supportive of learning? Who can be enlisted to help? Businesses? College students? Professors? Boys/girls clubs? YMCA/YWCA? Historical societies? Churches? Museums? Libraries?
- ▲ What innovative approaches can your community use to help all students learn what they need to know and be able to do?

What are other communities doing ?

In San Francisco, California, older students tutor under-achieving middle school students in English, math, and other academic subjects, beginning in the summer and continuing throughout the school year.

Dunbar High School in Dayton, Ohio, decided last year to require nearly all of its 400 ninth graders to take algebra.

In Frederick, Maryland, Hood College students tutor first graders who have already fallen behind in reading.

A handful of American schools have increased the school year to more than 200 days, including the Corporate Community School in Chicago, Illinois, and the Cornerstone Schools in Detroit, Michigan, where students go to school 240 days a year.

Attendance, grades, and test scores rose at Three Oaks Elementary School last year when teachers at the Fort Myers, Florida, school created a "core knowledge" curriculum.

Writing is central to every subject at Elm Elementary School in Burr Ridge, Illinois, and it shows. Improvements in Elm students' writing scores rank among the highest in the state.

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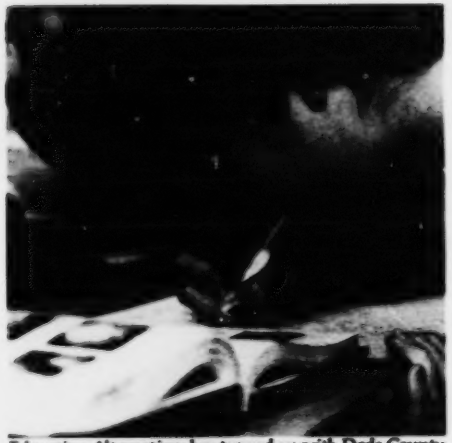
When asked about the job that their children's schools were doing...only 39 percent of Japanese mothers—compared to 91 percent of American mothers—rated the school as doing an "excellent" or "good job." [Yet] the average score of the lowest-scoring Japanese classroom was above that of the highest-scoring American classroom.

Harold Stevenson
Professor
University of Michigan



Education Alternatives has teamed up with Dade County, Florida , to help South Pointe Elementary students advance a grade-and-a-half each year.

Forty percent of the children in Murfreesboro, Tennessee, arrive at school early or stay late for crafts, games, field trips, foreign language instruction, and more.

The 75th Street School in Los Angeles, California, displays a 90-foot timeline to help students see "news events" in perspective.

Voice mailboxes are used in Vermont schools, so that parents can call to get homework assignments each evening. In New York City, New York, students can call a "homework hotline" for help with their lessons in five different languages.

Students in Harrison, Arkansas, score in the top 10 percent nationally, even though they attend school in one of the lowest-spending school districts in one of the nation's lowest-spending states. Among the secrets to Harrison's success are high expectations for all students, clear school goals, and many parent volunteers in classrooms.

Three-quarters of the registered voters in Arizona said their children had initiated discussions at home about candidates and ballot propositions, thanks to a new statewide mock election program.

GOAL 4

Where do we want to be?

By the year 2000, our students will join ranks with other American students to become first in the world in math and science.

- ▲ What do students in your community need to know and be able to do in mathematics and science for productive employment and informed citizenship?

Where are we now?

International studies consistently show that American high school students perform last or near last among leading industrialized nations in science and mathematics.

- ▲ How well do students in your community perform in science and mathematics?
- ▲ How does their performance compare to the performance of students in other communities, states, and countries?

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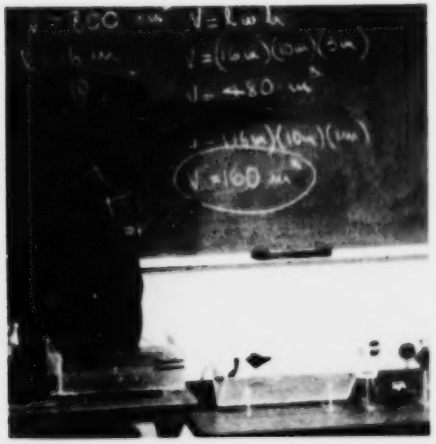
I tell my students, "Set your goals and go for it. We're going to be working very hard—before school, after school, and on the weekends. But you're going to make it. Here's my home phone number. If you flunk, I flunk. But if you succeed that's a big plus for your schools, a big plus for your community and a big plus for you."

Jaime Escalante
Teacher
Sacramento, California



Math teacher Jaime Escalante believes everyone needs math and pushes low-income kids to excel in calculus.

What will it take to reach this goal?

- ▲ What changes must be made in your community for all students to become the best in the world in mathematics and science?
- ▲ How much time do students spend studying these subjects—at school and at home? How much homework in mathematics and science are they expected to do?
- ▲ Are all students in your community expected to learn higher-level science and mathematics—chemistry, physics, trigonometry, calculus? How many students in your community take such courses?
- ▲ What percentage takes Advanced Placement (AP) science and mathematics courses? How many pass AP tests in these subjects?
- ▲ How many high school science and mathematics teachers in your community hold degrees in science or mathematics?
- ▲ What resources outside the schools in your community are helping to improve mathematics and science teaching and learning? Commercial labs? Science museums? Libraries? People who use mathematics to make their living?
- ▲ What innovative approaches might your community use to help all students learn mathematics and science?

What are other communities doing?

A program in Berkeley, California, offers math and science teachers an eight-week stint (during the summer) in industries where they increase their knowledge of recent developments in science and technology.

In hundreds of communities across the country, the "Family Math" program teaches parents and children geometry, probability, logic, and other mathematics using calculators, computers, and hands-on activities.

Derry, New Hampshire, is opening schools year-round, with extra courses in math and science for students who want or need them.

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We look at learning in the most comprehensive way...no one is left out. We are working with families with children between the ages of 0 and 5, and we are also working with our senior citizens in programs such as GEDs for seniors only. Learning is life-long and life-wide.

Dr. Len Sirotzki
Director of the DuPage-Kane Educational Service Center

Studying space can open the world of math and science to children.

The Kentucky Educational Television network offers physics, pre-calculus, foreign languages, and other courses to students that cannot find qualified teachers for these courses.

The Academy for Mathematics and Science Teachers is working to re-educate all 17,000 mathematics and science teachers in the Chicago, Illinois, public schools.

The Young Astronauts Program, with 28,000 chapters in all 50 states and 47 foreign countries, uses the study of space to open up the world of science and math for elementary and junior high school students.

GOAL 5

Where do we want to be?

Every adult in our community will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

- ▲ What knowledge and skills do adults in your community need to be productive employees and good citizens? What do employers say?

Where are we now?

National surveys show that most young adults in the U.S. cannot interpret the main argument of a lengthy newspaper column, use a bus schedule to determine how long it would be before the next bus arrives at a desired destination, or use a page from a shopping catalogue to fill out an order form and then calculate the costs of a number of items.

- ▲ How many adults in your community have that knowledge and those skills?

What will it take to reach this goal?

- ▲ How many adults in the community participate in adult education (including college)?
- ▲ What are businesses and others in your community doing to help adults learn what they need to know and be able to do?
- ▲ How might existing adult literacy and learning efforts in your community be improved? And what more should be done?

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I think we've got to continue to work with parents to do more than simply drop their kids off at school and kindergarten and then pick them up in the twelfth grade—if they get that far—and then wonder what went wrong in between.

Ronald Stephens
National School
Safety Center,
Westlake Village, California

Motorola's adult education classes offer life-long learning.

- ▲ Who else might be enlisted to help? Student literacy corps? Colleges? Volunteer groups? Churches? Youth organizations? K-12 schools? Fraternal and civic groups?
- ▲ What innovative approaches to adult learning might your community use?

What are other communities doing?

An individualized adult learning program at Fayetteville Technical Community College, North Carolina, has grown from 32 to 214 classes in the past three years.

Communities in Washington, Oklahoma, and other states are using satellite technology and public television to teach adults how to read.

In Illinois, Motorola is giving employees a minimum of 40 hours of training each year—training based on real job requirements.

Assessment, referral, and close monitoring help thousands of adults in Arlington County, Virginia, improve their limited skills in English.

Unable to find enough qualified workers, seven of Connecticut's largest employers are using curricula they designed to improve reading and math skills needed by employees in their industries.

A project located in a St. Paul, Minnesota, shopping mall combines technology, trained volunteers, and collaboration between the public and private sectors to help more than 800 adults learn basic skills each year.

GOAL 6

Where do we want to be?

By the year 2000, every school in our community will be free of drugs and violence and will offer a disciplined environment conducive to learning.

- ▲ What does it mean for schools in your community to be "free of drugs and violence" and to offer a "disciplined environment conducive to learning"?

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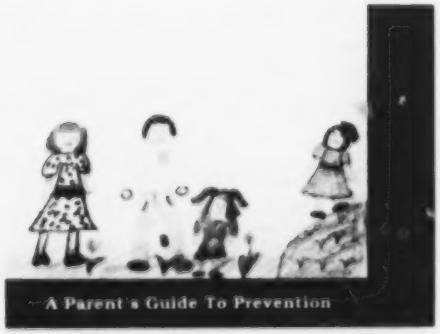
Taking the initiative to fight back against drugs gives the community dignity, pride, and self-respect. When individuals in neighborhoods stand up and unite, and work with law enforcement, a reduction in crime will follow. If drug dealers see a community stand up, determined to fight back, they'll eventually go away.

Jean Veldwyk & Norm Chamberlain South Seattle Crime Prevention Council



Nearly twelve million copies of "Growing Up Drug-Free: A Parent's Guide . . ." have been distributed by the U.S. Department of Education.

Where are we now?

National statistics show that nearly one-third of 1990 high school seniors reported having five or more drinks in a row within the previous two weeks; in 1988, about a third of high school teachers felt that they had little or no disciplinary control over students in their classrooms; and in 1990, nearly one in five high school students reported carrying a weapon to school within the past 30 days.

- ▲ How many students in your community are abusing alcohol or using drugs? What do teachers, police, and others say?
- ▲ What do teachers say about discipline?
- ▲ To what extent are tardiness, absenteeism, misbehavior, violence, and other problems evident in your community's schools?

What will it take to reach this goal?

- ▲ Have the areas around your schools been designated official drug-free zones?
- ▲ What are your schools doing to make themselves disciplined and free of drugs and violence? What are parents, police, health officials, and others in your community doing?
- ▲ What should be done differently? And what more can your community do to make schools safe havens for learning?
- ▲ What innovative approaches might your community use to make its schools disciplined and free of drugs and violence?

What are other communities doing?

Kansas City, Missouri's, "Project STAR" mobilizes schools, parents, the media, and community groups to create a climate that discourages drug use among students.

Southfield High School, Southfield, Michigan, takes a comprehensive approach to drug prevention—student support groups, peer and staff training, and parent involvement.

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Basically you need it to be a community-wide effort. And I think that what makes this effort different from past efforts, at least in our community, is that it is the first effort I know of that has brought the community as a whole together.

Bill Gibbons
MEMPHIS 2000

San Antonio's business, education and civic leaders at the launch of SAN ANTONIO 2000, the first top ten U.S. city in population to join AMERICA 2000.

In Memphis, Tennessee, an organization called "100 Black Men" sends successful adults into schools to serve as role models and mentors.

W.R. Thomas Junior High School in Miami, Florida, put an end to violence, drinking, and drug use when the school staff, students, parents, the police and the rest of the community began working together. They established a clear and consistent "no use" message and strictly enforced it. They also set up peer counseling courses, offered counseling in prevention, involved parents and the community in school activities, and provided those activities to help students stay away from drugs.

Pulling It All Together—Communicating the Plan

It may take some task forces a year or more to determine what must be done, who must do it, and when it must be done.

When ready, a steering committee will probably want to bring together the recommendations of its various task forces in some sort of document—a compact to which everyone is committed. This compact should include an overall statement of what the strategy is and year-by-year objectives for each goal, telling the community what to expect as well as what will be expected of every member of the community.

In a way, this is just the beginning. Once the strategy is completed, you will want to publicize and distribute it widely. Everyone in the community will need to understand the strategy—and his or her role in it.

Everyone in the community must be part of the revolution and must feel some responsibility for seeing it through. Reaching the goals will take an extraordinary mobilization of community resources, as well as bold changes in attitudes.

Progress is more likely to happen if the strategy is not the work of any one group or individual, but rather the hard-fought product of an entire community thinking together.

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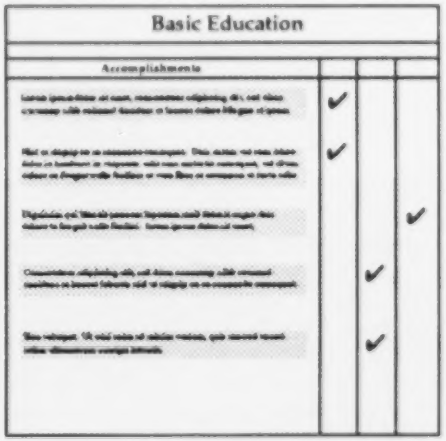
"... There was a little bit of defensiveness that was developing as you addressed issues that perhaps were more sensitive than others. As the process continued—bringing this divergent group together—all of a sudden there was a great deal of energy... as they saw that their final product was something that was a benefit to everybody—they were all working on the same team ...."

Connie Spellman
OMAHA 2000



A report card charts a community's yearly progress toward its goals.

Challenge 3: Design a Report Card

How do we design a report card to measure our progress?

By asking "where do we want to be, where are we now, and how will we get there?" in developing your community strategy, you have already begun the design of your report card.

A report card is a tool your community can use to measure its progress and hold itself accountable for doing what people said they would do to reach the goals.

It can help your community renew its commitment to do each year whatever it takes to reach its goals.

A report card helps a community revisit questions that are central to its strategy:

- How did we define each goal for our community? Where did we say we wanted to be a year from now? Two years from now? Five years? Ten years?
- Where are we now, in relation to each goal?
- Did each of us do what we said we would do to get there? Did people do what they pledged to do as part of the strategy?
- Are we closer to where we want to be as a result of these efforts?

Some communities may choose to create a team of representatives from each task force to design the community's report card and to gather the "baseline data" that will be included in the first report card.

Whatever the case, an annual community report card will emphasize progress—real results—rather than process.

The steering committee should seek help from an independent evaluator to help select suitable measures and trustworthy indicators, and to ensure the objectivity and credibility of your report card. Report cards prepared by others, including the first National Education Goals Report issued in 1991 by the National Education Goals Panel, offer good examples of what your report card might look like.

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Assume that the schools we have inherited did not exist, and design an educational environment to bring every child in this community up to world class standards . . . prepared for responsible citizenship, further learning, and productive employment. No question about schooling should be off limits; no answer assumed.

Thomas H. Kean, President of Drew University and Chairman, New American Schools Development Corporation

The National Education Goals Report measures national and state-by-state progress toward goals set by the President and the nation's governors.

Another key ingredient of the report card is that it be made public. A report card is the way an AMERICA 2000 Community holds itself accountable for results. And, looking at results of the report card, the community can ask itself the following questions:

- What should we do differently this year? Does our strategy need to be changed?
- How can talent, expertise, or resources in our community be used to help trouble-shoot problem areas?

Challenge 4: Plan for a New American School

How do we go about planning for a New American School?

Planning for a New American School begins with an agreement that the status quo isn't good enough—that the community must break the mold of today's schools and prepare itself to create a new generation of American schools.

Developing a community-wide strategy includes rethinking the relationship between schools and the community. Steering committees may want to create a task force to rethink this relationship—and to start planning for a New American School.

That rethinking begins with a question:

- **If the schools we have today did not exist, and we wanted the best schools in the world right here in our community, what would we create?**

Asking that question allows a community to sweep aside traditional assumptions about schooling and to ask itself some fundamental questions:

- How can we integrate every dimension of the school's life into the pursuit of a single mission: helping all students reach World Class Standards in at least the five core subjects?
- How can we involve the wider community—parents, business, civic groups, higher education, government agencies, and others—in the pursuit of that mission?

If our country is to remain in the forefront of world industry and commerce, we simply must have the best educated employees in the world. That means we must do a better job of educating our young people than we have done in the past.

H. William Lurton
1992 Chairman
U.S. Chamber of Commerce

Leaders of the New American Schools Development Corporation brief President Bush on plans to create break-the-mold schools for the next century.

- How can time, space, staff, community, and other resources be used far more powerfully than in a typical school today?
- How might a new school draw on the array of technologies and research that can help students learn challenging subject matter?
- What can the community do to support the risk-taking necessary to create a truly break-the-mold school?
- How can we make broad changes by starting from scratch rather than simply tinkering with an existing project or adding some new program?
- What obstacles, including rules and regulations, stand in the way of breaking the mold?

While communities begin to develop ideas about what their own New American Schools might look like, a national effort is underway to help.

The New American Schools Development Corporation

American business has created a private, nonprofit organization—the New American Schools Development Corporation (NASDC). Supported entirely by private, non-governmental funding, NASDC is establishing teams of experts, known as "Design Teams," to help communities imagine what is possible, and then help them do it.

Each Design Team will have a concentration of expertise that communities may look to for ideas and technical assistance as they plan for, design, and create their one-of-a-kind New American School. Communities are not limited, however, to using NASDC Design Teams in their efforts to create New American Schools. Communities can tap all sorts of ideas and resources to help them create start-from-scratch New American Schools.

NASDC expects to begin announcing 20 to 30 Design Teams by the end of May 1992. While their work may be in a preliminary stage during 1992, some of the Design Teams may be available to begin working with communities by the end of the year. To find out more about Design Teams, call the New American Schools Development Corporation at (703) 908-9500.

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Anyone can take the initiative.... It is communities, not legislatures, not bureaucratic agencies, not interest groups, but communities that drive the engine for AMERICA 2000.

President George Bush
OHIO 2000 kickoff

Being Designated an AMERICA 2000 Community

Now that you have completed the four-part community challenge, you are ready to become an AMERICA 2000 Community.

That means your community has:

- *Committed to doing whatever it takes to reach the National Education Goals.*
- *Worked as a community to develop a strategy to transform its schools and move the community toward the goals.*
- *Designed and released an annual report card, as a part of its strategy, that marks where the community is in relation to where it wants to be.*
- *Begun planning for its own, one-of-a-kind, break-the-mold New American School.*

When these things are done, a community should contact its governor's office to be officially designated an AMERICA 2000 Community.

The President will then recognize the community as an AMERICA 2000 Community.

The President has also recommended to Congress that once a community has been designated as an AMERICA 2000 Community, it becomes eligible to compete for a one-time federal grant to assist in launching a New American School.

After you have been designated as an AMERICA 2000 Community, celebrate your success and share your story as you work toward reaching the goals. You can help others by sharing your experiences and the lessons you have learned. You can work with the media to tell your story, so that other communities can follow along. The President, your governor, your mayor, and others can help share your story, too.

I think that we are in desperate need and that radical problems indeed require radical solutions, not just tinkering around the edges.

Adam Urbanski
President
Rochester Teachers Assn.

An AMERICA 2000 Community is a place where everyone is involved—and learning happens.

When the going gets tough, remember...

Whatever your goals for your community's educational system, remember that the process of change is a difficult one. Different groups may feel threatened by what they perceive as intrusion into their areas of expertise; some groups and individuals will resent any implication that everything is not perfect as it is.

You will run into walls of policies and procedures: "We can't do it any other way; it's against the rules." You will run into special interest groups who have an agenda different from the overall goal. You will find many who are enthusiastic early volunteers and fade quickly once the scope of the restructuring effort becomes evident.

The issues involved are complex, and many practices are deeply entrenched. Do not for one moment believe that this can be merely a short-term effort. In leading the effort toward educational improvement, the virtue you will perfect is persistence. Persistence in creating allies out of potential enemies; in carving doors and windows into walls of resistance; in maintaining excitement among coalition members and continuing to recruit new blood to counter the inevitable fallout.

Above all, remember one thing: the goal of creating an environment that fosters educational excellence is worth pursuing beyond all obstacles.

Texas Business Education Coalition's *Community Action Handbook*

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The success of AMERICA 2000 depends on you and your community. We want to encourage and help—not dictate what to do.

Local schools must be local. And change must be local. If Washington tried to do it for you, Washington would just mess it up. We know that, and so do you. So you have got to do it. But we'll encourage you. And we'll try to help.

For example, we have copies of a video to accompany this brochure that might help you get others on board. We can give you lists of experts and ideas, and a question and answer sheet with the top 50 questions about AMERICA 2000.

We also have an 800-number you can call for more information. And we can send you the AMERICA 2000 newsletter, which is filled with stories of what others are doing.

We'll organize conferences—how-to seminars with experts and people from other communities who can tell you what they're doing. And we're working on a catalogue of information and ideas to share with every community.

AMERICA 2000 is long-term. It takes hard work and a lot of dedicated people. But it's a nation-wide crusade—thousands of people in each state working to reach the National Education Goals, community by community, school by school.

So join the crusade. Make your community a place where learning can happen.

Lamar Alexander

Lamar Alexander
Secretary of Education

U. S. Department of Education
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